**Backward Design Lesson Plan**

**Name:** Rachelle Lee and Carolyn Greve  **Date:** December 3, 2010

**Grade:** 10 **Pathway:** Workplace and Apprenticeship

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| Stage 1 – Desired Results | |
| **Established Goal(s):**  **General Outcome:** Number sense, logical thinking, mathematics as a human endeavour  **Specific Outcome:** Demonstrate understanding of income, including:   * Wages * Salary * Contracts * Commissions * Piecework * Self-employment * Gross pay * Net pay   **Achievement Indicators:**  **[Ia]** Describe, using examples, various methods of earning income.  **[Ib]** Research and record jobs that commonly use different methods of earning income, including hourly wage, wage and tips, salary, commission, bonus and shift premiums  **[Ic]** Describe the advantages and disadvantages for a variety of methods of earning income, such as hourly wage, tips, piecework, salary, commission, contract work, and self-employment  \**All outcomes taken from the Saskatchewan Curriculum: Workplace and Apprenticeship 10* | |
| **Prior Knowledge:**   * Different career choices * How different jobs are paid * Ideas for what they would like to do for a career when they are older. | **Adaptive Dimensions:**  **[AD1]** Instead of working in many small jigsaw groups, students could jigsaw with the entire class (depending on class size)  **[AD2]** Instead of working as a class when brainstorming different ways of earning income, students could begin brainstorming in pairs or small groups, and then discuss their thoughts as a class. |
| **Understanding(s):**  Students will understand that…   * How and for what an employee is being paid is essential to know so as to determine how much income there will be | **Essential Question(s):**  *Expected answers in Teacher Notes, pg.1*   1. What are some of the different ways of earning income? 2. What are some of the advantages and disadvantages of the different methods of earning income? 3. Which method do you prefer? Why? 4. How does what you have just learned about different methods of earning income relate to your future career choice? |
| **Knowledge:**  Students will know…   * The variety of ways that wages are paid to different work sectors and advantages and disadvantages of each | **Skills:**  Students will be able to...   * Decide what form of pay is preferable in certain situations and explain their method of reasoning |
| **Step 2—Assessment Evidence** | |
| **Performance Task(s):**  **[PT1]** Students will research and present to their group one method of earning income. Their presentation will include: how that method of income works (e.g. Wage is a set amount of money for a certain time period worked), examples of jobs that earn income in that way, advantages and disadvantages of the method of income and whether or not they would like to earn an income this way and why.  **[PT2]** Students will create a poster in their groups showing what they have learned about the different ways of earning an income, which method they would prefer and why and one interesting fact that they learned in their research. | **Other Evidence:**  **[OE1]** Self and group assessment of group work skills (*rubric in Teacher Notes pg.1*) |
| **Step 3—Learning Plan** | |
| **Learning Activities:**  **Set:**   * Write carpenter, car salesman, artist, website designer and waitress on the board. Ask what all these jobs have in common (*they all earn an income*).   **Development:**   * **[EQ1]** Make a list of the different suggestions students have. **[Ia] [AD2] [C]** * Separate students into groups. Each student in the group will be given a different method of earning income to research. The students will then present their findings in a jigsaw. **[Ib] [Ic] [PT1] [EQ2] [EQ3] [AD1] [C] [CN] [R] [T]** * After they have presented within their groups, the group will create a poster to show what they have learned in their jigsaw. **[PT2] [CN] [R] [V] [OE1]**   **Closure:**   * In their jigsaw groups, have students relate what they have just learned back to their personal career goals. Have them discuss their goals and how their career choice will affect their financial planning. Have each group share at least one example. Have them include at least one advantage and one disadvantage to each plan. **[EQ4] [C] [CN] [R]** * Tomorrow: Discussions on ethics in financial management, as well as personal financial planning strategies. | |
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**Teacher Notes**

Essential Questions:

1. What are some of the different ways of earning income?

*Wage, salary, contracts, commission, piecework, self-employment, tips, bonuses*

1. What are some of the advantages and disadvantages of the different methods of earning income?

*(Left up to student discretion)*

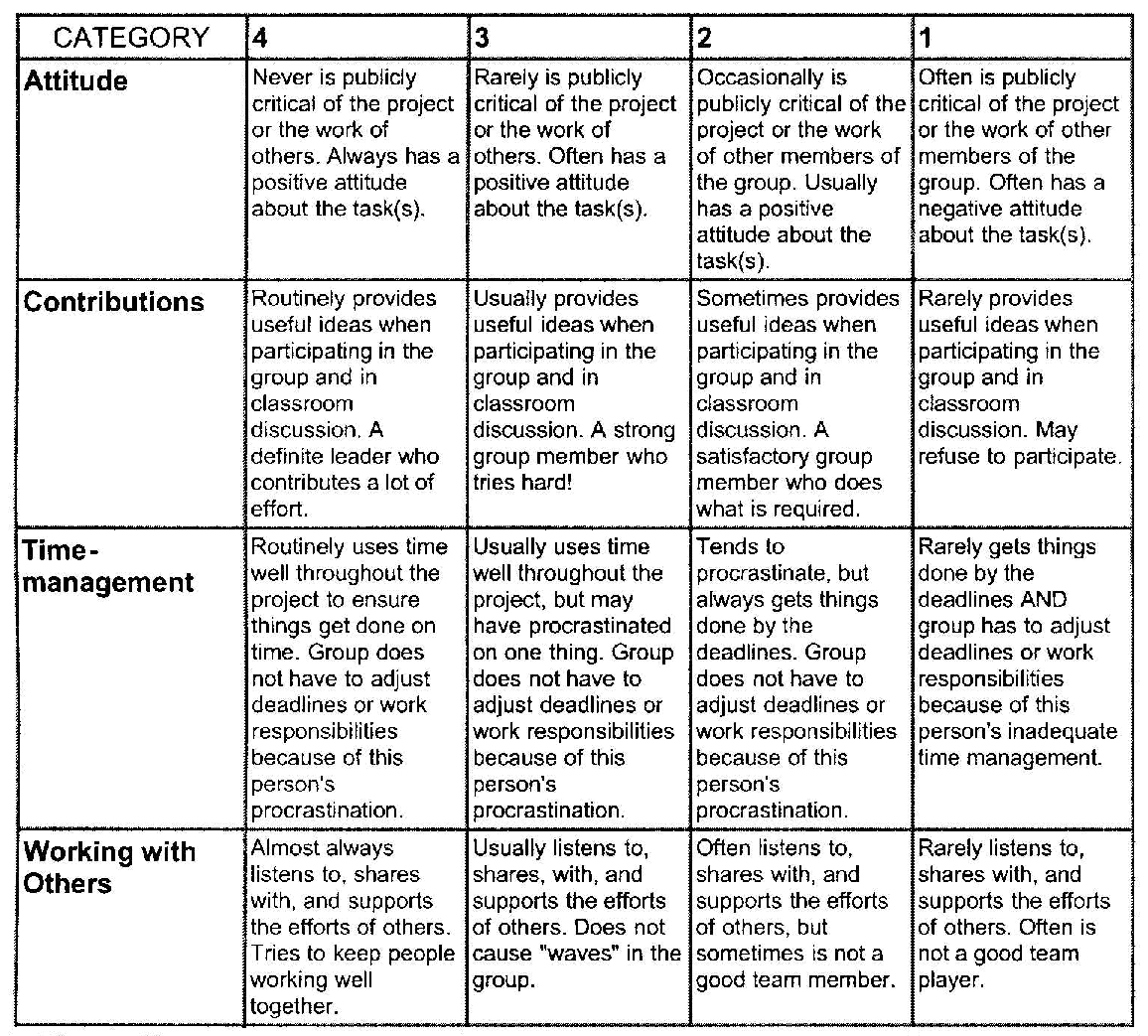
1. Which method do you prefer? Why?

*(Left up to student discretion)*

1. How does what you have just learned about different methods of earning income relate to your future career goals?

*(Left up to student discretion)*

Rubric for Self-Assessment and Assessment of Others in Group



Rubric for Poster

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| --- | --- | --- | --- | --- |
|  | 4 – Above and Beyond | 3 – Well Done | 2 – OK, but Needs Some Improvement | 1 – Oops! |
| Work Ethic | Used time well during the class period. Consistently focused on getting the project done. Almost never distracted others | Used time well during each class period. Usually focused on getting the project done and almost never distracted others. | Used some of the time well during the class period. Some focus on getting the project done, but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |
| Title | Title can be seen from 6 ft away. Stands out. Is quite creative. | Title can be easily read from 6 ft away and stands out. | Title is too small to be seen from 6 ft away OR does not stand out. | No title. |
| Requirements | The poster includes how the different income methods work, examples of jobs for each, advantages and disadvantages for each, an interesting fact found during the research, as well as extra information. | The poster includes how the different income methods work, examples of jobs for each, advantages and disadvantages for each, and an interesting fact found during the research. | The poster contains most of the information required, but is missing 2 or 3 things. | The poster contains little to none of the information required. |
| Neatness and Creativity | The poster is interesting, creative and very neat. | The poster is very neatly done. | The poster is fairly neat, although parts of it could be neater. | Most of the poster could be neater. |